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ABSTRACT

Informal and formal observations of a second grade classroom of 25 students indicated that students did not remain on task for any substantial length of time when given an assignment, had poor work habits, and were lacking in discipline. The classroom teacher spent most of her time disciplining students in a negative manner for lack of on-task performance; students were also being disciplined for unfinished work and lack of ability to complete a task. Students, additionally, were either over or under placed in their assigned reading and math groups, and the classroom teacher knew this was so. Therefore, a practicum was designed and implemented by a primary specialist to remedy the situation. The practicum was conducted using the following components: observing, testing, writing tests, placing students, writing specific plans, logging information, and conducting conferences. After observation and inservice on testing procedures, students were placed according to their ability. The classroom teacher began to use methods that motivated students to stay on task for a reasonable amount of time. Appendices and tables include data on observations, sample record sheets for conferences, letters to teachers and parents, logs, and test results.
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CLASSROOM MANAGEMENT AND ORGANIZATION TECHNIQUES

by

ELDA H. CORBY

A Practicum Report

Submitted to the Center for the Advancement of Education of Nova
University in partial fulfillment of the requirements for the de-
gree of Educational Specialist.

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AUTHORSHIP STATEMENT

I do hereby testify that this paper and the work it reports are entirely my own. Where it has been necessary to draw from the work of others, published or unpublished, I have acknowledged such work in accordance with accepted scholarly and editorial practice. I give this testimony freely, out of respect for the scholarship of other workers in the field and in the hope that my own work, presented here, will earn similar respect.

Elda H. Corby

ABSTRACT

Classroom Management and Organization.

Corby, Elda H., 1981: Introductory Practicum Report, Nova University.

Descriptors: Elementary Education/ Classroom Management and Organization/ Individualized Instruction/ Groupings of Students/ Reading and Math Placement of Students/ Testing/ Evaluation of Program, Teachers and Students.

The author utilized strategies to improve classroom management and organization techniques in a second grade classroom. The main objective of the practicum was to work closely with a second grade classroom teacher to improve teaching techniques so that students would be motivated to stay on task and be properly placed in reading and math groups.

The program was conducted using the following components: observations, testing, writing tests, placement of students, writing specific plans, logging of information and conferences. After observation and inservice on testing procedures, the students were placed according to their ability. The teacher began to use methods that motivated students to stay on task for a reasonable amount of time. (Appendixes and Tables include data on observations, sample record sheets for conferences, letters to teachers and parents, logs and test results.)

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PURPOSE

- A. Background
- B. Problem
- C. Objectives

BACKGROUND

Bennett Elementary School is located in the north-central part of Broward County, Florida. The school was built in 1951 but underwent a complete building renovation in 1980. The student enrollment numbers approximately 400 from kindergarten through fifth grade. Children attending Bennett Elementary School come from various educational and socio-economic backgrounds; some of the surrounding neighborhoods are predominantly prosperous while others are economically deficient.

For the most part Bennett Elementary School parents want to foster a productive educational experience for their children, but are unable to participate in such experiences since both parents must be employed. In addition, the growing number of single-parent families does not lend itself to in-depth parent-teacher involvement. Some of the parents who are available volunteer their services as classroom aides.

A unique situation at Bennett Elementary School is the small transient community which feeds into the school. It is not unusual to have a child enrolled in a class for as short a period of time as two weeks or a month and then have him move to another area and another school. This occurs because of the motels and seasonal-type rentals that are available within the school boundaries.

Bennett Elementary School has always been a school that uses a traditional setting. The instructional staff is composed of sixteen classroom teachers supported by a principal, guidance counselor, primary specialist, librarian, music teacher, art teacher, special education

teacher, gifted teacher, speech teacher, physical education teacher, and four teacher aides. The special education teacher provides a program on a resource basis for those children who are experiencing learning disabilities and emotional handicaps. A gifted program is funded on a part-time basis and complements the integral school curriculum mandated by The School Board of Broward County.

The administration at Bennett Elementary School recognizes that all children are different and that the school curriculum should promote creative and varied teaching methods that meet the needs of the individual child. Classroom management techniques and organization of the curriculum in kindergarten through third grade are often difficult to determine because of the diversity of the children within a single classroom. Teachers are able to use their own classroom management techniques and organize their classrooms as they wish. Some success has been made; however, it has not always been possible for teachers to provide groupings in reading and math in accordance with the individual child's mode of learning.

The author of this practicum is the primary specialist at Bennett Elementary School. The role of the primary specialist is to serve as a school-based support network system providing services necessary in all areas involving students and school staff in kindergarten through third grade. In this role, the administration and the teachers at Bennett Elementary School have expressed their concerns to this author about

Improving classroom management, organization of the curriculum and groupings of children in the most effective manner. Hopefully, this practicum action will bring about improved methods of classroom management, organization, and groupings of children thereby resolving some of these concerns and providing answers that may prove applicable at other schools.

PROBLEM

A second grade primary classroom of twenty-five students at Bennett Elementary School was informally observed by this author for two and one half years. During that time children were generally observed not staying on task for any required amount of time. The observations revealed that there was a need for classroom management and organizational techniques that would change the students' behaviors and result in greater amounts of on-task time while doing assignments.

During the first quarter of the 1981-82 school year, formal observations of the same classroom were made. Again, observations and documentation revealed students in this primary classroom not staying on task for more than an average of thirteen minutes when given a thirty minute assignment. Documentation of the time spent on task for one week is provided in Appendix One, Table I. The table demonstrates:

1. Time spent on a given task in relation to the time allotted for the task.
2. The number of students on task out of the total class of twenty-five.
3. The teacher action to students' behavior during work time.
4. Percentage of work turned in complete, incomplete, on time and late.

Students' lack of attention to a given task was a serious problem in this second grade primary classroom. Students demonstrated poor work habits coupled with lack of discipline. The teacher was spending most of her time disciplining students in a negative manner (see comments on Table I) for their lack of on-task performance. Further, observations revealed that students were being disciplined for unfinished work and

lack of ability to complete a task. Classroom management and organizational techniques were at least deficient as identified in Table I.

The classroom teacher was aware of the fact that students, in many cases, were either over placed (i.e., placed in a group above their ability level) or under placed (i.e., placed in a group below their ability level) in their assigned reading and math groups. Knowing that inappropriate student placements in reading and math groups existed, the teacher needed to be instructed in utilizing test results to achieve appropriate placement and instructional planning for students.

Workshops in the area of classroom management and organization were offered for teachers in the Broward County School System. In most cases, however, the second grade teacher did not take advantage of them. The administration of the school offered advice to this teacher when it seemed appropriate and asked the primary specialist to assist the teacher in the classroom when needed.

There was a definite need for improvement in classroom management and organizational techniques within the second grade classroom discussed. The procedures in classroom management and organization needed to be changed within the classroom, and new or different remedies explored and utilized in order to curtail the problems of low on-task performance, lack of student discipline, and pupil placement in inappropriate groupings. An innovative and workable program is outlined

in this practicum that will improve classroom management and organizational techniques, student placement in appropriate groups and encourage on-task performance and student discipline in the primary grades.

OUTCOME OBJECTIVES

1. After three weeks of inservice training by the primary specialist, a second grade teacher at Bennett Elementary School will appropriately group her twenty-five students as determined by the Bookmark Individual Reading Inventory.
2. Over a twelve week period, the second grade classroom teacher at Bennett Elementary School will devise a system for returning all of the students' work and provide feedback on how students performed 90% of the time as recorded on the Work Return and Discussion Sheet;
3. Over a twelve week period, the second grade classroom teacher at Bennett Elementary School will minimize procedural matters in the classroom by 90% as recorded on the Teacher Non-Instructional Sheet Number Two .
4. Over a twelve week period, the second grade classroom teacher at Bennett Elementary School will spend 90% of non-instructional class time supervising all students in the classroom as they work, as recorded on the Teacher Non-Instructional Sheet Number Two.

The author chose these outcomes since they were appropriate and in accordance with the scope of the problem, time factors and the resources available.

RESEARCH

- A. Information Collection
- B. Solution Strategy

INFORMATION COLLECTION

Many studies dealing with classroom management were researched which provided strategies that were utilized in effective classroom management and organization techniques. Well known educators, in their field of study, such as Otto Wayne and Linda Anderson, were responsible for strategies using high criteria in good classroom management. The two educators stressed that good classroom management incorporates on-task involvement by the student with a minimum of misbehavior. Both Anderson (1979) and Wayne (1981) indicated that good management in anything that a teacher can do to organize students, space, time, materials, and enforce expectations so that instruction and student learning could take place.

Much of the information in the literature covering classroom management and organization was conducted through the Research and Development Center for Teachers Education located in Wisconsin University, Madison, Wisconsin. All studies revealed that the teacher is the key to good classroom management and organization. Otto Wayne's research found that individualized instruction is not always possible because one-to-one teaching is unattainable. Wayne felt that the answer to good classroom management was to organize students and teachers in such a way as to permit the maximum amount of flexibility in dealing with students and curriculum centered variables. Wayne determined that lower student-teacher ratio is not associated with higher achievement. Wayne further expounded that using learning centers exhibits no difference in student achievement when compared to a group utilizing the teacher-directed approach. Tutorial

programs including peer tutoring and tutoring by adults have demonstrated favorable results in student achievement.

Linda Anderson conducted a year-long study of twenty-eight third grade teachers and described their management practices. Much of what she found correlated with Wayne's study. She stated that there was no single conceptual scheme or set of dimensions that account for all the aspects of good classroom management. She did claim that one effective aspect of classroom management could be obtained when the teacher realized that "actions speak louder than words." The information conveyed about the way the classroom operates, what the teacher says and fails to say, and what the teacher does and fails to do, all inform students about what behaviors are expected, what will be tolerated, and what will be rewarded and punished. The teachers in this study whose students demonstrated "good behavior" succeeded in establishing the reputation of being credible leaders in the classroom.

In the research study conducted by Clarke and Elmore (1979), the findings emphasized that students needed a positive first experience in class, thus creating an attitude of cooperation which would be established and prevail for the remainder of the year. Clarke and Elmore worked in three phases. Phase I was the "get ready" stage of preparing the classroom. Phase II was the "get set" stage where the teacher conducted pre-testing for grouping children. Phase III, the "go" stage began on the second full week of school. By the end of the fifth week of school, a workable daily and weekly schedule was completed. Clarke and Elmore

suggested that a combination of inservice training in ways to use test results in instructional decisions and in placement decisions would eliminate the redundancy of placement and achievement testing.

Eisenhart (1977) suggested in her research that a successful manager and organizer must maintain control in the classroom. She studied means of organizing the school environment, which would affect student behavior. The arrangement of the physical environment and the people in it, the use of time, and the systems of rewards and recognitions were discussed in terms of their differential success in maintaining control. Eisenhart indicated that use of positive reward systems proved successful in maintaining acceptable student behavior.

The research dealing with "good classroom management and organization" for the primary grades indicated that successful teachers used techniques which resulted in greater student time on academic tasks and greater involvement with and exposure to academic content (Price, 1978). The classroom management and organizational information collected has shown that there are many different ways that a classroom may be managed and organized. Diverse strategies have proven to be effective; however, the teacher has always remained the "key" to good classroom management and organization.

SOLUTION STRATEGY

In order to design a plan of action to remedy the problems of classroom management and organizational techniques found in a second grade classroom, current literature was considered along with responses from primary teachers. The strategies in the information collection chapter that relate to classroom management and organizational techniques were compared, and several strategies were chosen for this study. Current literature agrees that there is no one single solution to problems of classroom management and organization; therefore, many different solutions to the problem were advocated. Remedies ranged from the use of tutors to allowing the teacher to be the key person to disseminate knowledge.

A questionnaire revealing the opinions of primary teachers on classroom management and organizational techniques (see Appendix Two, Form I) were distributed to fifty primary teachers teaching in grades kindergarten through third. The questionnaires were collected and the information compiled by this author in order to formulate the ideas into a workable method. The survey revealed that teachers, in general, felt that the teacher is the key factor to good classroom management and organizational techniques. The idea of the teacher being the key factor to a successful classroom remained present throughout the practicum program.

Techniques outlined by Otto Wayne, author of "Organization and Administration in the Classroom for Reading," ideas set forth by Linda Anderson's article, "Dimensions in Classroom Management Derived from Recent Research," and this author's strategies were utilized in the effort to remedy problems of classroom management

and organizational techniques in the second grade primary classroom.

The author of this prcticum served as the coordinator, the monitor and the resource person for this study. The coordinator discussed and reviewed with the second grade classroom teacher materials written by educators in the field of classroom management and organization.

Otto Wayne's techniques utilizing organization in the classroom by allowing the maximum amount of flexibility in dealing with students and curriculum were considered as a way to improve student on-task time. Wayne's successful strategy of peer tutoring and volunteer programs were utilized as a means to improve students' achievement. The second grade classroom teacher observed this author in daily demonstration lessons that dealt with:

- use of student work that was relatively easy for them,
- necessary time on academic instruction,
- needed time on supervising students, and
- pacing the rate of work in which students were successful.

According to Wayne's final analysis and this author's findings, these techniques in presenting lessons resulted in more student time on tasks. With the use of these methods, it was found that the students in the second grade classroom demonstrated less disruptive behaviors and the attention to the task at hand was maximized. There is considerable evidence in Wayne's study that the time spend productively on tasks is the best predictor of achievement.

The program utilized materials that were available in the school, but were not being utilized by teachers and aides. The

coordinator introduced materials that were used on a daily basis. By using these materials the class work became more interesting to the students and allowed the teacher to do planning ahead of time. In essence, the classroom teacher was totally prepared to teach each lesson.

The ideas of Clarke and Elmore for dealing with ways in which teachers promote ideas on positive first class experiences were reviewed by the second grade classroom teacher. This was one more aspect to promote an attitude of cooperation between students and teacher for the remainder of the year. Another aspect of this study that was utilized in this practicum was the use of test results in placing children into appropriate groupings and in making instructional decisions. The possibilities of using test results for a dual purpose eliminated the redundancy of placement and achievement testing.

The cost of this practicum program was minimal as all the materials were available through the school and/or were borrowed from another school in the county. The time involved in organizing this practicum program did not require time changes or schedules within the current curriculum of the school. Arrangements for the presentations of the demonstration lessons, the subsequent discussions concerning the on-going process of the program, and any other factors which arose during the time of the practicum implementation was decided upon by the coordinator and the second grade classroom teacher.

METHOD

- A. Implementation
- B. Evaluation
- C. Follow-Up

IMPLEMENTATION

To successfully implement this practicum it was imperative that all persons directly involved in this practicum - the administrator of the school, the monitor and the second grade classroom teacher, work harmoniously to achieve positive changes in classroom management and organizational techniques within the second grade classroom. The responsibility of each person(s) listed below and on succeeding pages will follow.

ADMINISTRATOR OF THE SCHOOL

- had the ultimate responsibility of the practicum program.
- advised the program monitor throughout the program.
- was at all times aware of the on-going program in the second grade classroom.
- participated in weekly discussions with the teacher and monitor in order to keep up-to-date on the program development.

MONITOR OF THE PROGRAM

- monitored all aspects of the program with the school administrator's approval.
- informed the administrator of the school of her responsibilities as a professional colleague and remained informed about the practicum activities throughout its development, execution and completion.
- informed the second grade classroom teacher of all the activities that were to take place in the classroom.
- observed the classroom at different times of the day and on different days of the week so that data could be gathered concerning the methods used in the classroom for management and organization.
- planned for the use of tutors with the second grade students that needed to sharpen reading and math skills.
- encouraged the classroom teacher to participate in a course or workshop that enhanced her teaching skills.

MONITOR AND TEACHER

- reviewed many solution strategies that were used in the implementation of techniques to improve classroom management and organization of the second grade classroom.
- wrote lesson plans that were used in demonstration lessons for the second grade classroom as an example for the teacher.
- held rap sessions that included discussion of classroom management and organization techniques.
- studied test results so that instruction correlated with the students' ability.
- used test results for grouping children in an appropriate setting.
- used systematic individual instruction which was characterized by using stated instructional objectives, systematic diagnosis and monitoring individual skill development and explicit teaching of specific skills to individuals and groups as unique and common needs were identified.
- held weekly discussions in order to keep each other informed on up-to-date occurrences in the classroom.

THE SECOND GRADE CLASSROOM TEACHER

- selected students for the tutor program.
- selected and studied new and different materials that were used in her classroom program.
- wrote lesson plans that correlated to the students' needs.

Some of the questions that were answered before the program began were:

1. What kind of materials are presently being used in the classroom?
How many are there? How does their use affect other aspects of instruction such as time on-task (i.e., actual time that a student spends working on an assignment) and contact time with the student?
2. What is the long term relationship between quantity, quality and teacher management of materials to achievement?
3. How is the time spent in the classroom? How much time is allotted to various subject areas? How is time spent on actual instruction?

How much time is spent on procedural matters (i.e., lunch count, taking roll and daily announcements)? How much direct time (contact) does each child have with the teacher?

4. What kind of contacts does the teacher have with the students? How does this affect achievement? For different students are the contacts neutral, positive, or negative most of the time (see Appendix One, Table I for an example of the teacher contacts)?

These questions were asked to find out how different strategies and techniques of classroom management and organization affect children's learning.

When the organizational formalities were completed and understood, implementation of the practicum program proceeded as follows:

WEEK ONE - GETTING READY

1. The monitor inserviced the second grade classroom teacher in administering the Bookmark Individual Reading Inventory (see Appendix One).
2. The teacher administered the test (Bookmark I.R.I.) while being observed by the monitor.
3. Plans for the implementation of the practicum program were discussed.

WEEK TWO - PLANNING

1. Plans for demonstration lessons and expected outcomes were discussed between the teacher and the monitor.
2. The teacher continued giving practice tests in order to become proficient in administering the Bookmark I.R.I. test.
3. The monitor, with the classroom teacher, devised a math test that was to be given as a class to determine placement for math. The test included the second grade math skills recommended for the first semester of school (see Appendix One).

WEEK THREE - TEN - PROGRAM IMPLEMENTATION

1. All the students in the second grade classroom were tested in the areas of reading and math.
2. Reading and math test results were used to place students in appropriate groupings (see Table section for results).
3. Parents of children that were tested and moved from one group to another were informed by sending a letter home, via the children (see Appendix Two).

4. In some cases a letter was sent to parents requesting a conference in order to discuss, in detail, changes that took place in their child's curriculum (see Appendix Two).
5. All conferences were recorded on a printed form titled, Parent-Teacher Conference (see Appendix Two).
6. The teacher recorded on the Work Return and Discussion Sheet (see Appendix One) the number of times and minutes that she interacted with her students in regards to returning the students' work and providing feedback on the work accomplished by the students.
7. The teacher was involved in using the Teacher Non-Instructional Sheet Number One (see Appendix One) that provided concrete evidence of time spent on procedural matters.
8. The teacher Non-Instructional Sheet Number Two (see Appendix One) was used by the classroom teacher to keep a record of how she spent her time once the students were working.
9. By the sixth week the teacher took over completely the process of planning for individualized instruction and the teaching of specific skills to individuals and groups and unique and common needs were identified.

WEEKS ELEVEN - TWELVE - PROGRAM EVALUATION

1. Specific times were set for the monitor and classroom teacher to meet in order to discuss and evaluate the program.
2. The results of the study were shared with the school administrator, program monitor and classroom teacher.
3. The program objectives were reviewed by the monitor, administrator and classroom teacher to determine if the objectives were met.

After reviewing the documentation gathered by the classroom teacher and the monitor it was determined that the practicum objectives one, two and four were met with success.

EVALUATION

Classroom management and organization techniques in a second grade primary classroom were implemented at Bennett Elementary School from August 24, 1981 to December 4, 1981. It was established throughout this practicum that the people responsible for evaluation of the practicum program were the school administrator, program monitor and the classroom teacher.

There were twenty-five students in the second grade classroom that participated in the practicum program. The second grade classroom teacher spent twelve weeks working conjointly with the school administrator and program monitor on ways to improve classroom management and organizational techniques.

MEASURING RESULTS

In order to determine the success or failure of this practicum study, it was necessary to look closely at the program objectives. Objective number one stated that:

After three weeks of inservice training by the primary specialist, a second grade classroom teacher at Bennett Elementary School will appropriately group her twenty-five students as determined by the Bookmark Individual Reading Inventory (see Appendix One).

The primary specialist/program monitor provided inservice experiences for the second grade classroom teacher in administering the Bookmark Individual Reading Inventory and observed practice testing. The teacher then placed her students using the Bookmark Individual Reading Inventory (see Tables Section, Table B). To evaluate objective number one the monitor reviewed and evaluated the teacher's placement of students. All students were appropriately placed in reading groups as demonstrated in Table B of the Tables Section. The second grade classroom teacher

became efficient in administering and evaluating the test since she had three weeks to practice and was observed and advised as to weak and strong areas in her testing ability.

Objective number two stated that:

Over a twelve week period, the second grade classroom teacher at Bennett Elementary School will devise a system for returning all of the students' work and provide feedback on how students performed 90% of the time as recorded on the Work Return and Discussion Sheet (see Appendix One).

To determine whether objective number two was met, the teacher logged information on the Work Return and Discussion Sheet. Notes on the discussion sheet were minimal and were discussed with the program monitor on a weekly basis. Components contributing to the success of program objective number two were the positive, workable relationship between teacher and students as evident on the Work Return and Discussion Sheet. Documentation for objective number two provides evidence that the objective was met by 97% (7% higher than expected).

Objective number three stated that:

Over a twelve week period, the second grade classroom teacher at Bennett Elementary School will minimize procedural matters in the classroom by 90% as recorded on the Teacher Non-Instructional Sheet Number One (see Appendix One).

Once the teacher and program monitor began to see a pattern of behavior recorded on the Teacher Non-Instructional Sheet Number One, it was clear to the teacher that procedural matters were taking priority in the classroom when they should have been at a minimum. By week five it was evident to the second grade classroom teacher that changes needed to be made in relation to procedural matters. By studying the Teacher Non-Instructional Sheet Number One for weeks one, five and ten it was clear that objective number three was not met.

Procedural matters were minimized by 80%, not 90% as predicted.

By reviewing the Teacher Non-Instructional Sheet Number Two (see Appendix One), it was apparent that objective number four was met.

Objective number four stated that:

Over a twelve week period, the second grade classroom teacher at Bennett Elementary School will spend 90% of non-instructional class time supervising all students in the classroom as they work, as recorded on the Teacher Non-Instructional Sheet Number Two.

By the end of five weeks a definite pattern of behavior was seen and revised for the improvement of classroom management and organization. To evaluate objective number four the monitor reviewed and evaluated the logged information that determined the objective had been met as expected.

As the reader examines the data collected, it is anticipated by this author that improvement in classroom management and organization was evident and that objectives were utilized to their fullest expectations whether they were met or not. It is felt by the author that the success of this practicum program revolved around the support of the school administrator, the encouragement of the program monitor and the cooperation and enthusiasm of the second grade classroom teacher. The accomplishment of having good classroom management and organizational techniques results in success for students and teachers.

FOLLOW-UP

Whether an educator is excellent or indifferent in classroom management and organizational techniques he/she influences students in the educational process. Consequently, educators should take a close look at their ability as managers and organizers in the classroom. The plan written in this practicum study to improve classroom management and organizational techniques can be utilized at any grade level and in any classroom setting. The ultimate goal being to change poor student behaviors by having the teacher improve management and organizational skills.

In order to make this successful practicum study on-going, plans are to share the information with teachers whenever possible. Some possibilities are to:

- provide inservice programs
- conduct rap sessions with teachers desiring information on classroom management and organization.
- share the practicum study with educators. Perhaps parts of the implementation could be reproduced.
- encourage educators to observe master teachers at work.

Administrators and teachers need to take a serious look at student and teacher behaviors in the classroom. The classroom management and organizational improvement plan presented in this study may be used by educators throughout the school year to improve management and organizational skills. Administrators and teachers need to begin by:

1. seeking out literature that is helpful in the study of classroom management and organization (see Bibliography).
2. using a logging system (see Appendix One) that will clearly show how the teachers' time is spent.
3. evaluate the students placement by using record sheets like the one seen in the Tables section of this practicum.

4. observing master teachers and picking up good examples.
5. getting parents involved in their child's educational process (see parent letter in Appendix Two).
6. planning for individualized instruction and the teaching of specific skills to individuals and groups as unique and common needs are identified.
7. discussing the on-going program in the classroom with interested persons.

This classroom management and organization practicum study has been a challenge to those involved and an innovative study in the on-going process of education.

BIBLIOGRAPHY

Anderson, Linda. "Dimensions in Classroom Management Derived from Recent Research." Paper presented at the Annual Meeting of the American Educational Research Association. Research and Development Center for Teacher Education. San Francisco, California, April 8-12, 1979.

The author describes a year-long study which yielded data on classroom management practices. Classroom teachers were compared to determine what dimensions of management discriminated between them. Some working hypotheses about the differences between "better classroom managers" and "less effective classroom managers" are presented.

Clark, Christopher M.; Elmore, Janis M. "Teacher Planning in the First Weeks of School." Research Series No. 56. Institute for Research on Teaching, College of Education. Michigan State University, East Lansing, Michigan, October, 1979.

Elementary school teachers were interviewed to determine their planning process. Three phases of planning were observed and implications for teaching and teacher education are discussed.

Eisenhart, Margaret. "Maintaining Control: Teacher Competence in the Classroom." Paper presented at the Annual Meeting of the American Anthropological Association (76th, Houston, Texas, December 2, 1977).

The author states that, to be a competent teacher, the school environment must be organized and student behavior allowing the teacher to select the activities in which they will engage. Means of organizing the school context to effect student behavior are examined.

Emmer, Edmund T.; And Others. "The First Weeks of Class... And the Rest of the Year." Research and Development Center for Teacher Education. Paper presented at the Annual Meeting of the American Educational Research Association. San Francisco, California, April 8-12, 1979.

The author presents strategies that differentiate between effective and less effective teachers. Effective teachers were consistent in treating inappropriate behavior. Less effective teachers were unpredictable in their discipline techniques.

Price, Gary.; And Others. " Procedures Used in Phase I of the IGE Evaluation to Scale the Variable Management of Grouping and of Instructional Continuity. Report from the Project on Evaluation of Practices in Individualized Schooling." Research and Development Center for Individualized Schooling. Research Report (143). Wisconsin University, Madison. December 1978.

The author gives a description of management and instructional continuity which is part of the analysis in phase I of the Evaluation of Practices in Individualized Schooling. The individually guided education (IGE) schools which participated in phase I are described.

Wayne, Otto. " Organization and Administration in the Classroom for Reading." Conference Paper (150). Reading Institute (38th, Philadelphia, Pa. March 9-10, 1981.

The author speaks on reading instruction related to the range of differences in the classroom, present practices, and directions for further study.

Woodside, Dollye G., (chairperson), Student Conduct and Discipline Code, 1980-81. Fort Lauderdale: The School Board of Broward County, 1980.

The student Conduct and Discipline Code summarizes Broward County school rules and regulations. Consequences for infraction of the rules and regulations are stated. The code was prepared by students, teachers, administrators, and parents of Broward County, Florida.

APPENDIX ONE

DOCUMENTATION OF OBSERVATIONS
BOOKMARK TEST RECORDING SHEET
MATH TEST
WORK RETURN AND DISCUSSION SHEET
TEACHER NON-INSTRUCTIONAL SHEET ONE
TEACHER NON-INSTRUCTIONAL SHEET TWO

Table I

Documentation for one week demonstrating time spent on a given task in relation to the time allotted for the task. The number of students on task out of the total class of twenty-five. Teachers action to student behavior during work time. Percentage of work turned in complete, incomplete, on time and late.

THE DAY BEING DOCUMENTED AND THE ASSIGNMENT GIVEN	NUMBER OF STUDENTS ON TASK	TIME ON TASK IN MINUTES	TEACHERS RESPONSE OR COMMENTS	AVERAGE TIME ON TASK IN MINUTES	PERCENTAGE OF WORK TURNED IN ON TIME	PERCENTAGE OF WORK TURNED IN LATE	PERCENTAGE OF INCOMPLETE WORK	PERCENTAGE OF COMPLETE WORK
Day One	2	30	None					
Phonics (30 min.)	11	15	"You're not finished."	15	8	92	48	52
	10	9	"Some people are not going out to play."					
Math (60 min.)	1	45	None					
	1	30	None					
	8	15	"What are you doing?"	21	8	92	92	8
	10	10	"You're not working."					
DAY TWO	1	25	None					
Phonics (30 min.)	12	10	"What are you doing?"	10	4	96	88	12
	12	5	"What are you doing?"					
	7	0	"What have you done?"					
Math (60 min.)	2	20	"I'm surprised at you!"					
	1	25	"Please stop!"	17	12	88	64	36
	6	20	"Please!"					
	10	10	"Please know what's wrong."					
	8	2	"What are you doing?"					
DAY THREE	2	20	None					
Phonics (30 min.)	3	15	"That's a little better, but you're not finished."	13	8	92	80	20
	12	5	"What are you doing?"					
	8	0	"YOU people just don't know how to follow directions!"					
Math (60 min.)	3	25	"You can do better."					
	7	20	"You'll never finish at that rate."	14	12	88	60	40
	11	10	"Well, I guess you're not going to get done."					
	4	2	"No P.E. again!"					
DAY FOUR	3	15	(Motions to children to get busy.)					
Phonics (30 min.)	10	10	"Get to work!"	8	0	100	87.5	12.5
	8	5	"Get to work!"					
	3	0	"Go to the office. I can't have this."					
Math (60 min.)	2	25	"You're not finished."					
	9	15	"Get to work!"	15	12	88	40	60
	11	5	"Get to work!"					
	2	0	"This class has been awful today."					
DAY FIVE	2	20	"OK, give us your papers."					
Phonics (30 min.)	12	15	"No, you're not done."	15	12	88	40	60
	10	10	"My goodness, no, you're not done."					
Math (60 min.)	2	20	"Yes, you're finished."	10	8	92	92	8
	7	15	"Get to work!"					
	3	10	"Get to work!"					
	5	5	"I'm calling your parents today."					
	2	0	(Sent to the office)					

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THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA
Division of Instructional Services
Early Childhood Education
Early Intervention

NAME _____ DATE _____ SCREENER _____

SCHOOL _____ GRADE _____ C.A. _____

NAME OF CHILD'S BOOK _____

BOOKMARK WORD RECOGNITION AND LISTENING COMPREHENSION RECORDING SHEET
(pp1-32)

WORD RECOGNITION		LISTENING COMPREHENSION	COMMENTS
W.R. CORRECT			
TIMED	UNTIMED	L.C. CORRECT	
PP1	/		
PP2	/		
PP3	/		
P	/		
12	/		
21	/		
22	/		
31	/		
32	/		

Name _____

Use 2 or 4 for tens etc.

209 703 603 201 703

Write the number that is 100 more.

5	3	6
8	2	7
9	0	1

Write one set.

3	2	6
5	1	4
9	8	7

Write the number for each word given.

fifth	fourth	second
ninth	first	third

Subtraction

6 + 2 =	7 + 3 =	2 + 2 =
7 + 1 =	8 + 3 =	4 + 1 =

Subtraction

5 - 2 =	3 - 0 =	9 - 7 =
8 - 4 =	7 - 3 =	6 - 1 =

Using Answers 29

5 + 6 =	6 + 6 =	9 + 10 =
3 + 7 =	7 + 9 =	4 + 9 =

31) 5 tens = _____ 7 tens = _____ 9 tens = _____

32) Write 2 or 4 960 95 450 41

33) 360 29 350 53 510 47

34) Count by 5s

35) Count by 2s

36) What time is shown?

--	--	--

37) 10 boys, 4 girls. How many more boys? _____

38) 8 dogs, 7 cats. How many all together? _____

Show each fraction given

--	--	--	--

39) Complete

(3 + 4) + 2 =	4 + (1 + 3) =	(2 + 4) + 4 =
_____ + 2 =	4 + _____ =	_____ + 4 =

40) Write the sentences

94 = _____ tens + _____ ones	18 = _____ tens + _____ ones
------------------------------	------------------------------

41) Add

76 + 3 =	30 + 30 =	20 + 70 =	14 + 74 =	59 + 20 =
----------	-----------	-----------	-----------	-----------

42) Subtract

60 - 10 =	92 - 2 =	86 - 3 =	85 - 42 =	61 - 20 =
-----------	----------	----------	-----------	-----------

WORK RETURN AND DISCUSSION SHEET

WEEK TWO	TIME FOR THE TASK	NUMBER OF STUDENTS	SUBJECT	DISCUSSION BETWEEN TEACHER AND STUDENTS	APPROX. MIN. OF INTERACTION
DAY ONE	20	15	MATH	NONE	0
	10	H.W.	Reprimand for not having homework done.	2	
	90	25	READ	NONE	0
	60	25	MATH	NONE	0
DAY TWO	20	10	READ	NONE	0
	15	H.W.	Reprimand - "Why isn't your homework done?"	2	
	90	25	READ	NONE	0
	60	25	MATH	NONE	0
DAY THREE	20	10	MATH	"Your homework is not done again; no P.E. today".	1
	15	H.W.	NONE	0	
	90	25	READ	NONE	0
	60	25	MATH	NONE	0
DAY FOUR	20	19	READ	"No wonder you don't know your words-you never do your homework".	2
		H.W.	NONE	0	
	6		NONE	0	
	90	25	READ	NONE	0
	60	25	MATH	NONE	0
			NONE	0	
DAY FIVE	20	10	MATH	NONE	0
	15	H.W.	"Your math grades are really low. If you did your homework you'd do better".	1	
	90	25	READ	NONE	0
	60	25	MATH	NONE	0
TOTAL MIN. 850				TOTAL	7

The percentage of time that the teacher spent on actual feedback for the work completed by the students was .82% for the week.

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WORK RETURN AND DISCUSSION SHEET

The documentation on this work sheet was taken after five weeks of planning classroom management and organization techniques with the program monitor.

WEEK FIVE	TIME FOR THE TASK	NUMBER OF STUDENTS	SUBJECT	DISCUSSION BETWEEN TEACHER AND STUDENTS	APPROX. MIN. OF INTERACTION
DAY ONE	20	20	MATH	"Your homework looks real good. I can tell you all worked last night". (A quick review of the homework took place)	15
		5	HOMEWORK	NONE	
	90	25	READING	NONE	0
	60	8	MATH	An explanation of mistakes made were reviewed by the teacher. Each group was dealt with separately at a math work table while the other two groups worked independently at their seats.	15
DAY TWO		10			15
		7			15
	20	18	READING	NONE	0
	90	25	READING	NONE	0
DAY THREE	60	8	MATH	The teacher used the same procedure as she did on day one, shown above.	15
		10		"This group should be very proud of themselves".	15
		7			
	20	17	MATH	"Those children that did not turn in their homework -take out your paper and review with the rest of the class the work that you were to do last night".	20
DAY FOUR		8	HOMEWORK		
	60	25	READING	NONE	0
	90	8	MATH	The math group procedure was followed as in day one and day two. Teacher comments include: "Let's put some of this nice work on the bulletin board today".	20
		10			20
DAY FIVE		7			20
	20	16	READING	NONE	0
			H.W.		
	60	25	READING	NONE	0
TOTAL		9	MATH	The math group procedure was followed as in the previous days this week. Positive comments were used such as: "This unit is nicely done, this group is really improving. It's nice to work with such a nice group".	20
		10			20
		7			20
	20	21	MATH	The class reviewed the homework assignment together. A question and answer period followed and a quick review of fractions took place.	20
TOTAL			HOMEWORK		
	90	25	READING	NONE	0
	60	25	MATH	The class reviewed fractions with the use of a film strip and overhead projector. Each child completed a work sheet to demonstrate his ability in the use of fractions. The teacher spent the last half of the class time helping individuals that needed extra help with the problems.	30
TOTAL 350 MIN.				TOTAL 295	

The percentage of time that the teacher spent on actual feedback for the work completed by the students was 35% of the time. This is an improvement of 34.2% since the last Work Return and Discussion Sheet was completed three weeks earlier.

WORK ENTRY AND DISCUSSION LOG

The following documentation was completed during the tenth week of implementation. "Lam and Reading Groups have already been established.

DATE	TIME FOR THE TASK	NUMBER OF STUDENTS	SUBJECT	DISCUSSION BETWEEN TEACHER AND STUDENTS	ASSIGNMENT MINUTES PER STUDENT
DAY ONE	20	15	MATH N.E.	"Class you are really improving on your homework". The class went over the work sheet. One child had difficulty and the teacher took time to give the individual attention needed while the class worked on an assignment.	15
	30	7	READ- ING	Groups were called separately to a reading table. The teacher reviewed each unit until students were ready to work independently. Questions were accepted from the children. As students returned to their seats they were told, "I know you're going to do a good job".	20
	60	8	MATH	Groups were called one at a time, to work at the math table. Units were explained and students then worked independently on their skills.	20
	30	25	READING WORK	Units were returned at the end of the day. Students were given an opportunity to ask questions and discuss the work that was done.	30
DAY TWO	30	21	READ- ING N.E.	Work was returned with teacher comments such as: "This work is excellent" and "The people that need to review may see me for extra help this morning".	30
	120	25	READ- ING	CLASS PRESENTS: Class discussion took place before the students began making booklets. Individual help was provided throughout the morning as the students worked on their special reports.	120
	60	8	MATH	Group procedure as completed on Day One was followed. Individual help was given as students asked for it.	20
DAY THREE	20	20	MATH N.E.	"This class is really improving their math skills. I'm very proud of you". The class, as a group, quickly reviewed the homework.	15
	120	25	READ- ING	The class continued working on the project that was started on Day Two. Students were encouraged to work together and discuss their particular project with each other and with the teacher.	120
	60	8	MATH	Group procedure used on previous days to explain the math units was followed.	20
DAY FOUR	20	22	READ- ING N.E.	The class was complimented on having their homework done. The three students that did not return their homework were asked if they needed extra help. The teacher reviewed the work with the class and asked the three that did not have the work to look at the sheet as it was discussed.	20
	120	25	READ- ING	The class was completing their special project today. The children were allowed to work and ask questions of each other and of the teacher when necessary.	120
	60	25	MATH	The teacher showed the movie, "Donald in Math Land". The students discussed aspects of the movie. A design showing fractions was made by the students. This was correlated with the movie information.	30
DAY FIVE	120	25	READ- ING	The class was encouraged to share their special projects with each other. They worked in groups of two to five. The teacher went from group to group making comments and praising the students for their fine work.	120
	60	8	MATH	Group procedure to disseminate units was used. Each group has a turn at working with concrete materials relating to fractions. The group went over-time and did not complain about closing their free time.	20
	60	25	READ- ING	Projects were returned at the end of the day while the students worked on free-time activities. Each child was given for comments from the teacher in regards to their project.	60
TOTAL					1,015

The percentage of time that the teacher spent on actual feedback for the completed work of students was 70%. The improvement from week five was 45% and from week ten it was 70.5%. This documentation proves that objective number two was met and was 7% higher than expected.

TEACHER NON-INSTRUCTIONAL SHEET ONE
(Time spent on procedural matters)

WEEK	DAY	PRE-OPENING (before the bell) 7:50 - 8:00	-PENCIL SHARPENING -LUNCH COUNT -ATTENDANCE 8:00 - 9:00	GETTING READY FOR LUNCH 11:00 - 11:15	BATHROOM 11:50- 12:10	GETTING READY TO GO HOME 1:40 - 2:00	TOTAL TIME SPENT (125 MIN.)	% OF TIME SPENT
		MINUTES	MINUTES	MINUTES	MINUTES	MIN.	MIN.	
I	I	10	60	15	20	20	125	100
	II	15	45	15	20	20	115	92
	III	10	60	15	20	15	120	96
	IV	15	50	15	20	20	120	96
	V	10	60	15	20	20	125	100
			TOTAL TIME SPENT FOR THE WEEK:					605
		PERCENTAGE OF TIME MINIMIZED FOR THE WEEK:						3.2
V	I	10	50	15	18	20	113	90.4
	II	15	45	15	20	15	110	88
	III	15	50	15	20	20	120	96
	IV	10	45	15	20	20	110	88
	V	10	50	15	20	20	115	92
			TOTAL TIME SPENT FOR THE WEEK:					568
		PERCENTAGE OF TIME MINIMIZED FOR THE WEEK:						9.1
VII	I	10	40	10	15	15	90	72
	II	10	35	10	15	15	85	68
	III	10	40	10	15	15	90	72
	IV	10	30	10	15	15	80	64
	V	10	30	10	15	15	80	64
			TOTAL TIME SPENT FOR THE WEEK:					425
		PERCENTAGE OF TIME MINIMIZED FOR THE WEEK:						32
X	I	10	Lunch count, attendance and sharpening pencils was completed while the class worked on their morning assignment	5	Bathroom	10	25	20
	II	10		5	use was	10	25	20
	III	10		5	permitted	10	25	20
	IV	10		5	through-	10	25	20
	V	10		5	out the day	10	25	20
			TOTAL TIME SPENT FOR THE WEEK:					125
		PERCENTAGE OF TIME MINIMIZED FOR THE WEEK:						80

The percentage of time minimized on procedural matters was 80%. This documentation indicates that objective number three was underachieved by 10%.

TEACHER NON-INSTRUCTIONAL SHEET TWO

(time spent supervising students by walking around the classroom from time-to-time)

MORNING: 8:00 to 11:00 a.m. includes reading, spelling and language skills. The non-instructional time is sixty minutes, from 9:00 to 9:30 and from 10:30 to 11:00 a.m. These are the times that the students are expected to work on their own.

AFTERNOON: 1:20 to 1:40 is the non-instructional time that is allowed after the math lesson has been presented.

WEEK	DAY	9-9:30 MINUTES	10:30-11 MINUTES	1:20-1:40 MINUTES	TEACHER ACTIVITY
II	I	0	0	0	Grading papers during the time that the students are working.
	II	5	0	0	
	III	0	5	5	
	IV	0	3	5	
	V	5	0	5	
	TOTAL TIME SPENT SUPERVISING STUDENTS FOR WEEK TWO: 33 MINUTES/8.3% of the time.				
V	I	5	10	5	Grading papers, checking some of the students work and walking around the classroom for a few minutes at a time.
	II	8	10	6	
	III	10	5	10	
	IV	10	5	5	
	V	10	9	2	
	TOTAL TIME SPENT SUPERVISING STUDENTS FOR WEEK FIVE: 110 MINUTES/ 27.5% of the time.				
IX	I	15	15	15	Teacher time was spent checking the students work, grading papers and walking around the room to observe students while they worked.
	II	20	20	15	
	III	20	21	5	
	IV	23	15	8	
	V	20	8	10	
	TOTAL TIME SPENT SUPERVISING STUDENTS FOR WEEK NINE: 230 MINUTES/ 57.5% of the time.				
X	I	25	20	20	
	II	20	15	20	
	III	22	20	15	
	IV	20	19	20	
	V	25	20	15	
	TOTAL TIME SPENT SUPERVISING STUDENTS FOR WEEK TEN: 296 MINUTES/ 74% of the time.				
XII	I	30	22	20	Teacher time was successfully spent observing the students as they worked on independent activities.
	II	25	25	20	
	III	27	27	20	
	IV	30	30	15	
	V	30	19	20	
	TOTAL TIME SPENT SUPERVISING STUDENTS FOR WEEK TWELVE: 360 MINUTES/90% of the time.				

By the end of week twelve, the teacher was spending 90% of the non-instructional time supervising students as they worked. This was an improvement of 81.7% from week two as documented.

APPENDIX TWO

LETTERS TO PARENTS
CONFERENCE RECORDING SHEET
LETTERS TO TEACHERS
QUESTIONNAIRE

Bennett Elementary School

Dear Parent,

In order to best plan your child's course of study, he/she has been tested for appropriate reading placement. The test administered was the Bookmark Individual Reading Inventory which measures timed word recognition (i.e. spontaneous recognition of words), untimed word recognition (i.e. ability to decode an unknown word) and listening comprehension.

After reviewing _____ test results he/she will:

1. be appropriately placed in reading level _____.
2. remain in his/her group at a _____ level.

If you have any questions or comments concerning your child's reading placement, please call me to make an appointment for a conference.

Sincerely,

-
1. Teacher
 2. Primary Specialist

Bennett Elementary School

Dear Parent,

In order to plan your child's course of study, he/she has been tested for appropriate reading placement. The test administered was the Bookmark Individual Reading Inventory which measures timed word recognition (i.e. spontaneous recognition of words , untimed word recognition (i.e. ability to decode an unknown word) and listening comprehension.

I would like to meet with you to discuss _____ test results in detail and some changes that will be taking place in his/her curriculum needs.

Please call the school and make an appointment to see me as soon as possible.

Sincerely,

-
1. Teacher
 2. Primary Specialist

The School Board of Broward County, Florida
CHECK LIST FOR PARENT-TEACHER INTERVIEW

Student _____ Grade _____ Date of Interview _____

Present at the conference:

☐ Teacher ☐ Father ☐ Mother ☐ Principal ☐ Guidance Counselor ☐ Child ☐ Others

	Strengths	Weaknesses
Academic Achievement		
Behavior		
Effort		

Is the student doing the work he/she is capable of doing?

Explanation of Reporting System (Report Cards):

Health history relative to school performance, attendance and work habits (i.e. hospitalizations, accidents, eye-sight, hearing, fainting spells, headaches, stomach aches, lapses of memory, amount of sleep, nutrition, asthma or other chronic illness):

What can the parents do to help?

What can the school do to help?

Is there a need for special help? (public health nurse, visiting teacher, diagnostic center, guidance counselor, etc.)

Test Results: (informal and standardized)

Parent-Teacher plans:

Teacher Signature _____

Parent Signature _____

Bennett Elementary School
August 28, 1982

Dear Primary Teacher:

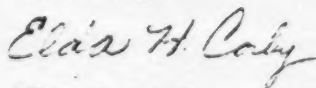
As part of a practicum study, I am sending you a questionnaire dealing with the subject of classroom management and organization techniques. It is important to have your comments as a primary teacher in order for me to gather the most accurate information.

Hopefully, this practicum will bring about more effective methods of classroom management, organization, and groupings of children and perhaps provide some answers that may prove applicable in elementary schools.

Please fill in the form and return it to me as soon as possible.

Thank you for your participation in the questionnaire.

Sincerely,



Elda H. Corby
Primary Specialist

FORM I

(Responses are general statements compiled from the fifty questionnaires.)

PRIMARY TEACHER QUESTIONNAIRE ON CLASSROOM MANAGEMENT AND ORGANIZATION

1. What is the 'key' factor that promotes 'on-task' (i.e. the time a student spends actually working on an academic assignment) behavior for your students?

Motivation, interest and skill of the teacher in promoting good work habits.

2. Do you feel that test scores such as SAAT's or CAT's are helpful in placing students correctly into reading and math groups?

YES _____ - Twenty-five percent answered yes.

NO _____ - Ten percent answered no.

COMMENTS:

Seventy percent answered that tests are not always necessary.

3. Is it important for the classroom teacher to observe students as they work (i.e. walk around the room from time-to-time).

YES _____ - Eighty percent answered yes.

NO _____ - Five percent answered no.

COMMENTS:

Fifteen percent felt that it was up to the situation in the room.

4. Do you use I.R.I.'s for student placement into reading groups?

YES _____ - Eighty-five percent answered yes.

NO _____ - Ten percent answered no.

NOT NECESSARY _____ - Five percent answered not necessary.

5. How do you determine your reading and math groups? (tests, observations, etc.)

Answers included: I.R.I.'s, end of book tests and observations.

6. In what way do your students acquire the most knowledge?

Answers included: drill, discovering and lecture.

7. Who or what is the most important factor in your classroom in promoting 'good' discipline?

The teacher was named the most important factor in this question.

TABLES

MATH PLACEMENT RESULTS

READING PLACEMENT RESULTS

TABLE A

MATH PLACEMENT TEST RESULTS

- Highest possible score is 65.
- Students are listed in rank order from highest to lowest.
- Appropriate groups are assigned.

NAME (used letters for this report)	SCORE NUMBER CORRECT	RANK ORDER HIGHEST TO LOWEST	GROUP ASSIGNMENT
A	65	1	Three ↓
B	63	2	
C	62	3	
D	61	4	
E	60	5	
F	60	6	
G	59	7	
H	59	8	
I	57	9	Two ↓
J	56	10	
K	56	11	
L	55	12	
M	53	13	
N	51	14	
O	51	15	
P	50	16	
Q	50	17	
R	49	18	
S	48	19	One ↓
T	45	20	
U	44	21	
V	40	22	
W	39	23	
X	32	24	
Y	30	25	

TABLE B

READING PLACEMENT TEST RESULTS

- Word recognition score is the highest possible level achieved on the test.
- Listening comprehension is the highest score achieved on that section of the test.
- Reading level is the level assigned to the child after considering all aspects of his reading needs.
- Comments may be information that will enhance the reading placement.

NAME (used letters for this re- port)	WORD REC- OGNITION LEVEL	LISTENING COMPREHENSION LEVEL	READING LEVEL	COMMENTS
A	2 ²	2 ¹	2 ²	Should move quickly and stay above grade level throughout the year.
B	2 ²	2 ¹	↓	
C	2 ¹	2 ¹	↓	
D	2 ²	2 ¹	↓	
E	2 ¹	2 ²	↓	
F	2 ¹	2 ²	↓	
G	1 ²	2 ¹	2 ¹	Should remain on grade level throughout the year.
H	2 ¹	1 ²	↓	
I	1 ²	1 ²	↓	
J	1 ²	2 ¹	↓	
K	1 ²	2 ¹	↓	
L	2 ¹	1 ²	↓	
M	Primer	1 ²	1 ²	May need special help in order to achieve grade level work.
N	Primer	1 ²	↓	
O	1 ²	Primer	↓	
P	1 ²	Primer	↓	
Q	1 ²	Primer	↓	
R	1 ²	Primer	↓	
S	Primer	Primer	Primer	Working below grade level.
T	Primer	Primer	↓	In need of special help in order to achieve at a first grade level.
U	Primer	Pre-Primer ³	↓	
V	Pre-Primer ³	Pre-Primer ³	↓	
W	Pre-Primer ³	Pre-Primer ²	Pre-Primer ³	These students are in the learning disability class and get special help. They are below grade level.
X	Pre-Primer ³	Pre-Primer ²	↓	
Y	Pre-Primer ²	Pre-Primer ²	↓	

DISSEMINATION PACKAGE

ANNOTATED BIBLIOGRAPHY

ABSTRACT

LETTER TO ALUMNI

SUMMARY

BIBLIOGRAPHY

Anderson, Linda. "Dimensions in Classroom Management Derived from Recent Research." Paper presented at the Annual Meeting of the American Educational Research Association, Research and Development Center for Teacher Education, San Francisco, California, April 8-12, 1979.

The author describes a year-long study which yielded data on classroom management practices. Classroom teachers were compared to determine what dimensions of management discriminated between them. Some working hypotheses about the differences between "better classroom managers" and "less effective classroom managers" are presented.

Clark, Christopher M.; Elmore, Janis M. "Teacher Planning in the First Weeks of School." Research Series No. 56. Institute for Research on Teaching, College of Education, Michigan State University, East Lansing, Michigan, October, 1979.

Elementary school teachers were interviewed to determine their planning process. Three phases of planning were observed and implications for teaching and teacher education are discussed.

Eisenhart, Margaret. "Maintaining Control: Teacher Competence in the Classroom." Paper presented at the Annual Meeting of the American Anthropological Association (76th, Houston, Texas, December 2, 1977).

The author states that, to be a competent teacher, the school environment must be organized and student behavior allowing the teacher to select the activities in which they will engage. Means of organizing the school context to effect student behavior are examined.

Emmer, Edmund T.; And Others. "The First Weeks of Class.... And the Rest of the Year." Research and Development Center for Teacher Education. Paper presented at the Annual Meeting of the American Educational Research Association, San Francisco, California, April 8-12, 1979.

The author presents strategies that differentiate between effective and less effective teachers. Effective teachers were consistent in treating inappropriate behavior. Less effective teachers were unpredictable in their discipline techniques.

Price, Gary.; And Others. " Procedures Used in Phase I of the IGE Evaluation to Scale the Variable Management of Grouping and of Instructional Continuity. Report from the Project on Evaluation of Practices in Individualized Schooling." Research and Development Center for Individualized Schooling. Research Report (143). Wisconsin University, Madison. December 1978.

The author gives a description of management and instructional continuity which is part of the analysis in phase I of the Evaluation of Practices in Individualized Schooling. The individually guided education (IGE) schools which participated in phase I are described.

Wayne, Otto. " Organization and Administration in the Classroom for Reading." Conference Paper (150). Reading Institute (38th, Philadelphia, Pa. March 9-10, 1981.

The author speaks on reading instruction related to the range of differences in the classroom, present practices, and directions for further study.

Woodside, Dollye G., (chairperson), Student Conduct and Discipline Code, 1980-81. Fort Lauderdale: The School Board of Broward County, 1980.

The student Conduct and Discipline Code summarizes Broward County school rules and regulations. Consequences for infraction of the rules and regulations are stated. The code was prepared by students, teachers, administrators, and parents of Broward County, Florida.

ABSTRACT

Classroom Management and Organization.
Corby, Elda M., 1981: Introductory Practicum Report, Nova University.

Descriptors: Elementary Education/ Classroom Management and Organization/ Individualized Instruction/ groupings of Students/ Reading and Math Placement of Students/ Testing/ Evaluation of Program, Teachers and Students.

The author utilized strategies to improve classroom management and organization techniques in a second grade classroom. The main objective of the practicum was to work closely with a second grade classroom teacher to improve teaching techniques so that students would be motivated to stay on task and be properly placed in reading and math groups.

The program was conducted using the following components: observations, testing, writing tests, placement of students, writing specific plans, logging of information and conferences. After observation and inservice on testing procedures, the students were placed according to their ability. Special forms were designed to chart how teacher time and student time was spent throughout the day. The forms allowed the teacher to see where changes needed to be made in order to achieve more student time on task. The teacher began to use methods that motivated students to stay on task for a reasonable amount of time. (Appendixes and Tables include data on observations, sample record sheets for conferences, letters to teachers and parents, logs of teacher and student time on task and test results).

April 21, 1982

Nova University
Fort Lauderdale, Florida

Dear Alumni:

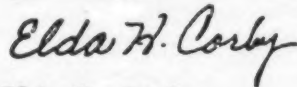
My practicum program was written for those who are interested in researching new or different ways of incorporating classroom management and organization techniques.

The practicum's main objective was to work closely with a second grade classroom teacher to improve teaching techniques so that students would be motivated to stay on task and be properly placed in reading and math groups.

Successful strategies, implementation patterns and outcomes are presented in the practicum study. Documentation demonstrating changes in teacher and student behaviors are presented in a functional method.

This practicum study has been a challenge to those involved and an innovative study in the educational process.

Sincerely,



Elda H. Corby

SUMMARY

Elda H. Corby received the Bachelor of Arts degree in 1970 and the Master of Education degree in 1979 from Florida Atlantic University. In 1981 she received the Educational Specialist degree in Administration and Supervision from Nova University. She taught elementary school from 1970 to 1979. At the same time she was a part-time adult education instructor. Since 1979 Elda Corby has been the primary specialist for a school in the Broward County School System. As the primary specialist she is serving as a school-based support network system providing services necessary in all areas involving student and school staff in kindergarten through third grade.

This practicum utilized many strategies to improve classroom management and organization techniques in a second grade classroom. The main objective of the practicum was to work closely with a second grade classroom teacher to improve teaching techniques so that students would be motivated to stay on task and be properly placed in reading and math groups.

The program was conducted using the following components: observation, testing, writing tests, placement of students, writing specific plans, logging of information and conferences. After observation and inservice on testing procedures, the students were placed according to their ability. The teacher began to use methods that motivated students to stay on task for a reasonable amount of time. (Appendixes and Tables include data on observation, sample record sheets for conferences, letters to teachers and parents, logs and test results).